Beacon Alternative School CIC (and Alternative Provision)

Behaviour Policy

Date: October 2025
Written by: O'Connell/Field
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Note: Beacon Alternative Provision operates under Beacon Alternative School CIC, which is not yet a registered school but is working toward future registration. This policy applies to all sites used by Beacon AP, including home-based learning and off-site venues.

1. Introduction

Beacon Alternative School CIC is committed to providing a safe, supportive, and respectful environment for all students, staff, and visitors. Positive behaviour is essential for effective learning, safeguarding, and wellbeing. This policy outlines the framework for promoting positive behaviour and managing challenging behaviour while recognising the diverse needs of our students, including those with Special Educational Needs (SEN).

2. Aims

This policy aims to:

- Promote positive behaviour, respect, and self-regulation.

- Ensure a safe environment for students, staff, and visitors.

- Support students in developing social, emotional, and behavioural skills.

- Provide clear procedures for addressing behavioural concerns.

- Recognise and accommodate the needs of students with SEN in accordance with the **Equality Act 2010** and statutory guidance.

- Ensure compliance with **KCSIE 2025**, DfE behaviour guidance, and alternative provision standards.

3. Scope

This policy applies to:

- All students enrolled in Beacon AP programmes.

- All staff, volunteers, and contractors.

- All learning environments, including home-based and off-site venues.

4. Behaviour Expectations

4.1 General Principles

- Students are expected to act respectfully toward staff, peers, and visitors.

- Harassment, bullying, discriminatory behaviour, or violence is **not tolerated**.

- Students must follow staff instructions promptly and safely.

- Technology use must follow the **Online Safety Policy**.

4.2 Positive Behaviour

Beacon AP promotes positive behaviour through:

- Clear expectations communicated at induction.

- Encouragement and praise for demonstrating respect, effort, and self-regulation.

- Reward systems adapted to individual needs, such as verbal praise, certificates, or privileges.

- **Support for students with SEN**, including scaffolding, visual aids, social stories, or gradual goal-setting to help them meet expectations.

- Individual support plans for students requiring additional behavioural guidance.

5. Behaviour Interventions

5.1 Graduated Approach

Behaviour management uses a **graduated approach** depending on severity and frequency:

1. **Low-level concerns:** verbal reminders, reflection on choices, and support strategies.

2. **Persistent or moderate concerns:** formal discussion with student and parent/carer, behaviour tracking, and personalised interventions.

3. **Serious concerns:** referral to Head of Provision, risk assessment, and involvement of external agencies if necessary.

5.2 Physical Intervention

- Physical intervention is **only used when necessary to prevent harm** to the student, others, or property.

- Staff are trained in safe intervention strategies (e.g., Team Teach).

- All incidents of physical intervention are recorded and reviewed.

6. Behaviour Support Plans (BSPs)

- Students with recurring or challenging behaviours may have a **Behaviour Support Plan**.

- BSPs include:

  - Identified triggers and risk factors

  - Personalised strategies and interventions

  - Roles and responsibilities of staff and parents/carers

  - Monitoring and review procedures

- **SEN students:** BSPs take account of cognitive, emotional, social, or communication needs. Interventions may include structured support, alternative communication methods, or modified expectations.

7. Anti-Bullying

- Beacon AP has a **zero-tolerance policy** toward bullying, including online/cyberbullying, physical, verbal, and emotional abuse.

- Allegations are **investigated promptly**, with support for victims and interventions for perpetrators.

8. Safeguarding and Behaviour

- Behaviour management procedures always consider **safeguarding responsibilities**.

- Any safeguarding concerns observed during behavioural incidents are **reported immediately to the DSL**.

- Staff follow the **Safeguarding Policy** alongside behaviour management procedures.

9. Recording and Monitoring

- All behavioural incidents, interventions, and BSPs are recorded in the **Behaviour Log / MIS**.

- Records include:

  - Student details

  - Date, time, and location of incident

- o Description of behaviour
- o Actions taken and staff involved
- o Outcomes and follow-up actions
- Behaviour data is reviewed regularly by the Head of Provision to assess interventions' effectiveness and inform policy updates.
- SEN-related adaptations and effectiveness of support are monitored to ensure fairness and reasonable adjustments.

10. Roles and Responsibilities

Students:

- Follow behaviour expectations and engage with support strategies.

Staff:

- Model positive behaviour and respond consistently to incidents.
- Provide personalised support for students with SEN.
- Record incidents accurately and implement BSPs.
- Report safeguarding concerns immediately.

Head of Provision:

- Oversee policy implementation and staff training.
- Monitor behaviour logs and review interventions.
- Ensure reasonable adjustments are made for SEN students.

Parents/Carers:

- Support behaviour expectations.
- Engage with staff regarding incidents, BSPs, and interventions.

11. Review and Monitoring

- The Behaviour Management Policy is reviewed **annually** or sooner if statutory guidance changes.
- Monitoring includes analysis of:
    - o Behaviour logs
    - o Effectiveness of interventions for SEN and non-SEN students
    - o Feedback from staff, students, and parents/carers
    - o Safeguarding audits